

# Penn Cambria Curriculum

<b>Course Name</b>	<b>Academic English 12: World Literature</b>
<b>Length of Course</b>	1 credit / 1 period per day for 1 semester in block schedule
<b>Grade Level</b>	12
<b>Prerequisites</b>	Completion of 11 <sup>th</sup> grade English
<b>Course Description</b>	Academic English 12 is a standards-based course that is designed to improve student proficiency in reading, writing, speaking, listening and critical thinking. Students in this course will examine world literature across genres, complete novel studies, and also demonstrate proficiency with writing and speaking skills needed for college and career. Student will also demonstrate proficiency in using research to complete a persuasive project involving both a formal research paper and a formal presentation.
<b>Units of Study</b>	Free Choice/Independent Novel Analyzing World Literature College and Career Skills Research Skills Novel Studies
<b>Materials</b>	Text: <u>MyPerspectives: British and World Literature</u> c2017 Pearson Education (adopted June 2017) Supplemental Materials: Novels from approved novel list, samples or excerpts from world literature to meet objectives, MLA style guides

**The following PA Academic Standards for Reading, Writing, Speaking and Listening (1999) are integrated throughout this course. Unit specific standard alignment, when applicable, is included within the unit.**

- 1.1.11 A Locate various texts, media and traditional resources for assigned and independent projects before reading.
- 1.1.11 C Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading.
- 1.1.11 D Identify, describe, evaluate and synthesize the essential ideas in text.
- 1.1.11 E Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationship to other words.
- 1.1.11 G Demonstrate after reading understanding and interpretation of both fiction and nonfiction texts.
- 1.1.11 H Demonstrate fluency and comprehension in reading.
- 1.3.11 A Read and understand works of literature.
- 1.5.11 A Write with a sharp, distinct focus.
- 1.5.11 B Write using well-developed content appropriate for the topic.
- 1.5.11 C Write with controlled and/or subtle organization.
- 1.5.11 D Write with a command of the stylistic aspects of composition.
- 1.5.11 E Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.
- 1.5.11 F Edit writing using the conventions of language.
- 1.6.11 A Listen to others.
- 1.6.11 B Listen to selections of literature.
- 1.6.11 D Contribute to discussions.
- 1.6.11 E Participate in small and large group discussions and presentations.
- 1.6.11 F Use media for learning purposes.

## Unit 1: Free Choice Literature

**Estimated Time: 1-2 weeks**

**Curricular Objectives: Students will complete the unit using the guidelines below:**

- Select level-appropriate literature to read independently.
- Provide an objective summary of the text.
- Analyze literary elements within chosen literature using specific textual evidence (ex: character, setting, conflict, symbol, point of view)
- Analyze the effectiveness of the author's use of various literacy devices using specific textual evidence to support the analysis.
- Determine or clarify the meaning of unknown and multiple-meaning words/phrases.
- Identify main events in the literature and explain their relevance to the plot/character development of the novel.
- Analyze how the author's point of view or purpose shapes the development of the text.

**Suggested Assessments/ Measurement of Objectives:**

- Open-ended student responses
- Writing assignments and/or projects
- Teacher observation
- Journals
- Oral and/or written quizzes

**Suggested Methods of Instruction / Learning Activities:**

- Free choice, but focused on world literature or world culture theme
- Individual Projects
- Multi-media projects
- Author studies
- Note-taking
- Vocabulary
- Tests/quizzes
- Reflections
- Main ideas or summaries
- Daily journaling
- Related research
- Pre-reading activities
- Character maps
- Current event connections

## Unit 2: Analyzing World Literature

**Estimated Time: 8-10 weeks (ongoing)**

### **Standard Alignment:**

1.3.11 C Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.

1.3.11 D Analyze and evaluate in poetry the appropriateness of diction and figurative language.

### **Curricular Objectives:**

- Compare and evaluate characteristics that distinguish narrative, poetry, and drama.
- Interpret and analyze works from a variety of genres for literary, historical, and cultural significance.
- Determine and analyze the relationship between two or more central ideas of a text .
- Analyze the use of various literary elements in the text by citing specific textual evidence (ex: tone, character, setting, plot, theme, style, mood)
- Make inferences, draw conclusions, and make generalizations based on analysis of a text and support answers with evidence from the text.
- Give an objective summary of a text.
- Analyze the development of a complex set of ideas, sequence of events or specific individuals/characters over the course of a text.
- Determine or clarify the meaning of unknown and multiple-meaning words or phrases and evaluate how words and phrases shape meaning and tone in texts.
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- Evaluate the structure of texts, including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.
- Analyze literary devices and patterns in pieces of literature.
- Analyze multiple interpretations of a story, drama or poem evaluating how each version interprets the source.
- Analyze literature that reflects a variety of genres in major periods of literature. Analyze how two or more texts from the same period treat similar topics/themes.
- Compose written responses to literature by developing and/or analyzing a topic. selecting relevant details from the literature, organizing complex ideas appropriately and demonstrating a command of the conventions of standard English grammar and spelling.
- Create an original narrative based on genres/ themes found in major periods of World Literature studied, establishing a point of view, narrator/characters, using narrative techniques, and create smooth progression of experiences or events.
- Initiate and participate effectively in a range of collaborative discussions about literature building on others' ideas and expressing his/her own ideas clearly.

### **Assessments/ Measurement of Objectives:**

- Discussion based literature analysis activities
- Written responses to literature
- Objective tests and/or quizzes
- Essay prompts
- Individual and/or group projects based on objectives

## **Suggested Methods of Instruction / Learning Activities:**

- Narrative episode or time travel narrative
- Individual Projects
- Multi-media projects
- Author studies
- Note-taking
- Vocabulary
- Tests/quizzes
- Reflections
- Main ideas or summaries
- Daily journaling
- Related research
- Pre-reading activities
- Character maps
- Current event connections

## **Periods of World Literature (Suggested Outline)**

### **Ancient Literature (approximately Beginnings to 100 A.D.)**

Topics/Themes: Ancient Greece, Rome, India, China

Suggested Text Excerpts/Authors: Illiad, Odyssey, Classic of Poetry (aka “The Book of Songs”),  
Chuang Tzu, Ramayana, Mahabharata, Virgil’s Aeneid

### **100 A.D. – 1500 – Middle Ages**

Topics/Themes: India’s Classical Age, China’s Middle Period, Persian literature, Medieval Europe,  
Golden Age in Japan, Role of Religion in literature

Suggested Text Excerpts/Authors: Beowulf, Canterbury Tales, Robin Hood, Sir Gawain and Green  
Knight, Pancatantra, Kathasaritsagara, poetry from T’ang Dynasty, Thousand and One  
Nights, The Song of Roland, Dante Alighieri

### **1500-1650 Renaissance and Shakespeare Study**

Topics/Themes: Renaissance in Europe- Shakespeare Study

Suggested Text Excerpts/Authors: Cervantes, Paradise Lost, Hamlet, Othello, Macbeth

### **Enlightenment (1650-1800)**

Topics/Themes: Satire

Suggested Text Excerpts/Authors: A Modest Proposal, Gulliver’s Travels, Essay on Man

### **Romanticism / Realism (1800-1900)**

Topics/Themes: Nature themes, gender struggles, Victorian literature, Industrialism

Suggested Text Excerpts/Authors: My Last Duchess, Porphyria’s Lover, Various Sonnets, Songs from  
the Portuguese, The Lamb, The Tyger, Pied Beauty, Leo Tolstoy, A Doll’s House,  
Fyodor Dostoyevsky, Gustave Flaubert

### **Modern (1900-Present)**

Topics/Themes: War and conflict

Suggested Text Excerpts: Franz Kafka, James Joyce, Chinua Achebe, Alexander Solzhenitsyn

## Unit 3: College and Career Skills

**Estimated Time: 2-3 weeks**

### **Standard Alignment:**

1.4.11 D Maintain a written record of activities, course work, experience, honors and interests.

1.4.11 E Write a personal resume.

### **Curricular Objectives: Students will...**

- Resume
  - Identify the parts of a resume
  - Examine the importance of appearance, content, and word choice in resume writing
  - Generate resumes based on future or current goals
- Cover letter
  - Identify the parts of a cover letter
  - Examine examples of cover letters to show both positive and negative styles
  - Generate cover letters based on future or current goals that contain a sharp, distinct focus and a clear awareness of topic, task and audience.
- Interview skills
  - Examine the proper protocol of setting up an interview
  - Identify interview components (attire, attitude, promptness etc.)
  - Examine proper speech skills in interview situations
  - Identify popular interview questions and practice answering
  - Demonstrate the ability to use appropriate English conventions and adapt speech to meet audience, purpose and task.
  - Demonstrate appropriate listening skills.
- Digital Citizenship and Job Etiquette
  - Identify the appropriate and inappropriate use of social networking and other online tools for job and career seeking and development.
  - Analyze current issues related to online behaviors and employment.

*Recognize that resumes, cover letters, and interview objectives will change based on specific circumstances and include not only employment opportunities, but also internships, college opportunities, scholarship interviews, etc.*

### **Assessments/ Measurement of Objectives:**

- Student created resumes
- Student created cover letters
- Mock interviews
- Class activities/ homework activities
- Individual and/or group projects

### **Possible Suggested Methods of Instruction / Learning Activities:**

- Critique/evaluate a variety of online resumes (for the same job or opportunity)
- Self scoring rubrics for scoring resumes/cover letters
- Mock interviews and practice interviews
- “How-To” videos
- Self evaluation and peer evaluation using listening rubrics (including listening skills)

## Unit 4: Research – Persuasive Writing

**Estimated Time: 2-3 weeks**

### **Standard Alignment:**

- 1.4.12C-Write persuasive pieces.
- 1.6.11 C Speak using skills appropriate to formal speech situations.
- 1.8.11 A Select and refine a topic for research.
- 1.8.11 B Locate information using appropriate sources and strategies.
- 1.8.11 C Organize, summarize and present the main ideas from research.

### **Curricular Objectives:**

- Introduce and state an opinion on a specific topic related to current events
- Demonstrate the ability to locate sources/ information from various reliable sources using effective search strategies
- Gather evidence from authoritative sources to analyze the topic and explore multiple viewpoints
- Select significant and relevant facts and information from sources for use in formulating persuasive argument (ex: note-taking skills)
- Cite sources of information using MLA formatted in-text citations and an MLA formatted Works Cited page
- Write a clear and logical **thesis statement** for a persuasive essay
- Demonstrate the use of various **sentence structures** within an essay
- Write an effective introduction
- Write a **conclusion** that provides a strong statement and summarize main points
- Demonstrate the effective use of **transitions** within an essay.
- Demonstrate the ability to **organize** an essay in a clear and logical manner.
- Use correct conventions.
- Demonstrate the ability to **revise writing** to eliminate wordiness, redundancy, irrelevant details and to promote clarity.
- Construct a **thorough argument** in a persuasive essay with a strong, well-supported position.
- Include counter arguments to strengthen persuasiveness and demonstrate depth of perspective and research.
- Demonstrate the ability to use effective **peer editing strategies**.
- Demonstrate the ability to use proper MLA formatting throughout the essay
- Demonstrate formal presentation skills, including speaking skills and strategic use of digital media, to present a clear and distinct perspective with supporting evidence.

### **Assessments/ Measurement of Objectives:**

- Formal student presentation (including public speaking skills)
- MLA formatted persuasive essay
- Class activities and homework activities

### **Possible Suggested Learning Activities:**

- Research / source skills activities (Co-teaching with library media specialist)
- Peer editing exercises
- Review of speech skills
- Note-taking and summarizing activities
- Brainstorming and graphic organizer/outlining for writing activities

## Unit 5: Novels

**Estimated Time:** 2-3 weeks

### **Curricular Objectives:**

- Determine and analyze the relationship between two or more central ideas of a text .
- Analyze the use of various literary elements in the text by citing specific textual evidence (ex: tone, character, setting, plot, theme, style, mood)
- Make inferences, draw conclusions, and make generalizations based on analysis of a text and support answers with evidence from the text.
- Give an objective summary of a text.
- Analyze the development of a complex set of ideas, sequence of events or specific individuals/characters over the course of a text.
- Determine or clarify the meaning of unknown and multiple-meaning words or phrases and evaluate how words and phrases shape meaning and tone in texts.
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- Evaluate the structure of texts, including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.
- Analyze literary devices and patterns in pieces of literature.
- Compose written responses to literature by developing and/or analyzing a topic, selecting relevant details from the literature, organizing complex ideas appropriately and demonstrating a command of the conventions of standard English grammar and spelling.
- Initiate and participate effectively in a range of collaborative discussions about literature building on others' ideas and expressing his/her own ideas clearly.

### **Assessments/ Measurement of Objectives:**

- Discussion based literature analysis activities
- Written responses to literature
- Objective tests and/or quizzes
- Essay prompts
- Individual and/or group projects based on objectives

### **Suggested Methods of Instruction / Learning Activities:**

- Individual /Group Projects based on objectives
- Multi-media projects
- Author studies
- Vocabulary activities
- Tests/quizzes
- Reflections/Journaling
- Main ideas or summaries
- Related research
- Pre-reading activities
- Character maps
- Current event connections
- Quotes interpretation exercises